SUPPORTING GRADUATE TEACHING ASSISTANTS' INTERCULTURAL COMPETENCIES

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¹ To avoid discounting the contributions of any member of our research group, authorship is presented in alphabetical order of each author's last name to explicitly recognize the collaborative nature of our team.

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ABSTRACT

In K-12 education, teachers have a responsibility to confront systemic oppression in their classrooms. Given the prominent role of graduate teaching assistants (GTAs) in preparing preservice teachers to be culturally relevant educators, we developed a series of online learning modules for GTAs in a College of Education to support their intercultural competency

development. We developed the Introduction to Cultural Competency in Education online learning modules with two primary frameworks: (a) the Culture Cycle (Hamedani & Markus, 2019), which conceptualizes culture by ideas, institutions, interactions, and individuals; and (b) the Intercultural Development Continuum (Hammer, 2012), which supports individuals to reflect on their intercultural competencies and identify areas of growth, progressing from denial, polarization, minimization, acceptance, to adaptation. Throughout our online learning modules, GTAs engaged in asynchronous interactive sessions, closing each module with structuredself-reflections that we later reviewed for individualized feedback. In this white paper, we present preliminary findings from a case study of the first module: *Defining Culture*. Namely, wefound that engaging with the first module contributed to GTAs' practices and motivations for becoming more interculturally competent and GTAs reported that the modules supported their understanding of and attitudes toward intercultural competence. Our series of online learning modules contribute to resources for developing GTAs' intercultural competencies and efforts toward creating more culturally sustaining classroom environments with pre-service teachers.

INTRODUCTION

K-12 educators play a critical role in fostering learning experiences that challenge and support students' knowledge, attitudes, and skills necessary for engaging with society.

Cultural competence skills have been demonstrated to be an asset to an instructor's identity, enabling educators to foster such skills in their teaching and learning experiences. Cultural competence is one's trajectory or journey of awareness that enables individuals to appropriately interact with others despite cultural commonalities and differences (Hammer, 2012). However, Gay (2018) asserts an educator's lack of cultural competence can also result in a perpetuation of academic stigmas, which are commonly placed upon minoritized student

populations. Thus, it is critical foreducators of pre-service teachers to intentionally provide opportunities for pre-service teachers to assess their beliefs, make adjustments to their unconscious biases, and make concerted efforts to foster inclusive learning experiences for all students (Hutchinson & McAlistor-Shields, 2020).

As more initiatives shift to addressing inequity within education, we acknowledge that attention should also be given to empowering teacher educators in higher education, especially graduate teaching assistants (GTAs), to adequately support pre-service teachers to engage in culturally relevant pedagogies (c.f., Gay, 2018; Ladson-Billings, 1995). In the United States, GTAs facilitate nearly half of all undergraduate courses (Douglas, 2016) yet have limited formal opportunities to develop their intercultural competencies. Educators that overlook culture in their learning communities miss out on individual students' identities (Mahon, 2006). This can greatly impact students' success in the classroom as well as their potential to further develop culturally.

In response to these needs, our team developed a series of online learning modules to:

(a) further develop GTAs' cultural competence and (b) support the GTAs in fostering culturally competent attitudes in their courses with pre-service teachers. Our modules challenge GTAs to critically consider their implicit and explicit attitudes using Hammer's (2012) Intercultural Development Inventory (IDI) and identify how these attitudes have influenced their instructional approaches and assessment. Aligning our module with the goals of Purdue's Center for Intercultural Learning, Mentorship, Assessment, and Research, we facilitate intercultural learning at Purdue and cultivate the knowledge, skills, and attitudes of intercultural competence.

Considering the important role GTAs play in educating and fostering culturally

competent thinking and culturally responsive instructional practices for pre-service teachers, weused a holistic case study with an embedded multiple-case design (Yin, 2017) to assess GTAs' cultural competence and to examine the training support provided in the online learning module. For the purpose of this white paper and current research progress, we explored: (1) How does intercultural competence training support GTAs' instructional practices? and (2) How does intercultural competence training influence GTAs' affective and social learning?

METHODOLOGY

We used a holistic case study with an embedded multiple-case design (Yin, 2017) since case studies support developing a deeper understanding of a phenomenon and individuals' experiences in real-world contexts (Yin, 2014). In this case, we explored GTAs' experiences with intercultural competence. Using an embedded multiple-case design encourages us to recognize themes across participants rather than compare individual GTAs. Hammer's Intercultural Development Continuum (2012) and the Attitudinal Learning Inventory (Watson et al., 2018) served as the foundation of our study, which allowed us to identify patterns and understand participants within the context of online learning modules to support intercultural competence.

Research Context and Participants

Our participants for this study were College of Education GTAs at The University. To participate, GTAs must have been currently enrolled as graduate students or postdoctoral researchers. Nineteen GTAs participated in our study and signed up to complete the *Introduction to Intercultural Competence in Education* online learning modules (see Table 1).

[Table 1]

To date, six GTAs have completed all aspects of Modules 1A, 1B, and 1C. A majority of the

GTAs identified as women (n=15) between the ages of 25-35 (n=10) from the Department of Curriculum and Instruction (n=15). GTAs from various racial and ethnic groups were relatively equally represented as white (n=5), Asian (n=6), Black or African American (n=5), and Hispanic or Latinx (n=1).

Data Collection

Participants (i.e., GTAs) were recruited via emails to College of Education listservs. Prior to gaining access to the course materials, participants completed a pre-survey (see Appendix A). GTAs worked individually to complete their three self–paced modules (i.e., Modules 1A, 1B, 1C), which also included open-ended reflection prompts (see Appendix B). Upon completing all three modules, participants completed a post-survey (see Appendix C). The time it took to complete the modules varied, but it is estimated each GTA completed the modules in five hours.

Measures

We collected both qualitative and quantitative data to address our research questions, including: GTAs' (a) affective and social learning scale responses, (b) behavioral and cognitive learning scale responses, (c) evaluative feedback, (d) module reflections, and (e) demographics.

Attitudinal Learning Inventory

To explore the influence of intercultural competence online training on GTAs' affective and social learning, we administered an adapted version of the Attitudinal Learning Inventory (ALI; Watson et al., 2018) as part of the pre-and post-surveys. The original ALI is a 15-item inventory that holistically measures attitudinal learning and instruction. Watson et al.'s (2018) development and validation of the ALI was based on over 1,000 online participants from diverse backgrounds and provided a validated self-report instrument for assessing learners' perceptions of their attitudinal changes. Given that part of our project was to support GTAs' attitudes toward

intercultural competency, we deemed this instrument to be suitable for our purposes. The ALI consists of measures for three subscales of attitude (i.e., cognitive [CL], affective [AL], and behavioral [BL]) and one subscale of social learning (SL). For the purposes of this study, we utilized three items from the affective learning subscale and four items from the social learning subscale for the pre-survey. We administered the full, modified ALI scale on the post-survey after participants finished the *Introduction to Intercultural Competence in Education* modules (see Table 2). We included the cognitive and behavioral learning items on the post-survey due to their focus on the interventions' effect.

[Table 2]

Qualitative Module Prompts and Coding Scheme

We created a coding scheme guided by Hammer's (2012) conceptualization of intercultural competence and our research question for our qualitative analyses (see Table 3).

Data Analysis

Due to small sample sizes, we relied on descriptive statistics for quantitative analysis. We used thematic analysis (Braun & Clarke, 2012) to analyze our qualitative data. First, we identified themes from GTAs' reflections that were requested throughout the modules. We specifically looked at reflections from Module 1A: *Defining Culture*, which asked GTAs to reflect on this sub-module and how they will apply Module 1A in their future instruction. The ways in which the module training supports GTA's instructional practices were thematically analyzed across GTAs' reflections and included data coded as intercultural competency training influences. Once we exhausted all new themes, we arranged the evidence sources by theme, and selected representative reflections to highlight each.

PRELIMINARY FINDINGS

Research Question 1: How Does Intercultural Competence Training Support GTAs' Instructional Practices?

In Module 1A: *Defining Culture*, GTAs were asked to reflect on their key takeaways from the sub-module and how they planned to apply the information in their future instruction. Three preliminary themes were identified including (a) Transferrable Module Content (b) Educator Responsibility, and (c) New Learning and Realizations.

Transferrable Module Content

Culture Cycle. GTAs reflected on the benefits of utilizing the Culture Cycle (Hamedani & Markus, 2019), a concept introduced in Module 1A, which outlines 4 major components that influence culture in society: ideas, institutions, interactions, and individuals. Although race is not the only construct of culture, it is often discussed because of its visible cultural differences, which Markus and Moya (2010) liken to a power dynamic or grouping structure, which are susceptible to threats that could occur politically, economically, or culturally. One GTA mentioned applying the lenses from the Culture Cycle to the makeup of their classroom in order to "create an open, honest, respectful and transparent classroom ambience where students can share their perspectives without fear." Another GTA expressed that "understanding the interactions between four components of Culture Cycle is imperative in managing dynamics and multicultural classroom settings." A different GTA mentioned "the [Culture Cycle] visualization helped me understand how these four components influence my behaviors, values, thoughts, and feelings on different levels." Similarly, another GTA mentioned they would "like to introduce this cultural cycle to my students and discuss how it works in our thoughts, values, and even our teaching philosophy." This indicates our module may have encouraged GTAs to personally reflect on their own instructional practices, philosophies, and values.

Content-based Activities. Module 1A included materials that introduced the concepts of Mercator and Peters Map projection to illustrate the Western's world distorted view of its own size. This sub-module also introduced the concept of the Cultural Iceberg (Hall, 1976) and Social Identity Wheel (LSA Inclusive Teaching Initiative, 2017) to teach learners about the many aspects of culture and the close connections that exist between culture and social identities. GTAs referenced the world map activities several times in their reflections stating they would like to evaluate students' understandings of the names of various countries on a world map, while another GTA simply wished to highlight countries on a world map and their accompanying traditions in their classroom lessons. The cultural iceberg was mentioned as a tool to adopt in order to "show how individuals have different norms, communication styles, and preferences that could be stemming from their culture." Memorable module takeaways seemed to consistently point back to the world map and the humorous Jimmy Kimmel video (2018) included in the submodule as well as the maps themselves. Lastly, the social identity wheel activity that asked GTAs to reflect on their own social identities influenced the way in which one GTA perceives themselves, which heavily relies on how others perceive her.

Educator Responsibility. Another major theme that arose from the data was that of the responsibility educators hold for acknowledging cultural diversity in their classrooms, creating cultures of respect, and utilizing culturally responsive approaches to teaching (and learning). GTAs used phrases like educators "must extend," "instructors have responsibility of," and "importance of educators to." Not only was there a shared sense of responsibility, but almost a need for educators to "implement teaching methods that foster collaboration between students" and "learn and accommodate different cultural aspects in the classroom." In one example, a GTA expressed that "educators must extend their global mindset, learn about other cultures, and avoid

unintentional exclusion" in the classroom. There was a sense of increased motivation in GTAs reflections on influences of the sub-module that highlighted their future intended strategies.

Another GTA wrote about the responsibility of instructors to promote, recognize, and appreciate cultural diversity. It did not simply stop at recognition of cultural diversity, but rather extended to appreciation and promotion of said diversity.

New Learning and Realizations. A final theme that emerged was that of new learning and realizations about culture and intercultural competence that GTAs had as a result of the submodule. Major realizations included "culture has a huge impact on my [GTA] perspective", "intercultural competency has to be intentionally taught," and "culture is multifaceted in the way it is perceived." GTAs reflected on the dangers of failing to be intentional in their classrooms when it comes to culture because they may risk students "not seeing anything wrong with the way they live their lives" which could hinder intercultural competency development and growth. GTAs learned that cultural differences can be considered as "either deficits, assets, be ignored, reinforced, or contextualized." They also learned that their past actions in the classroom were more indicative of "reinforcing and recognizing cultural differences in the classroom, rather than contextualizing them." GTAs understood that recognizing the nuances of cultural differences was aspirational and that in order to successfully deepen their understanding of differences, they must contextualize them. A final aspect of learning within this theme is how the sub-module motivated GTAs to "bring conflicts to the surface more, bring awareness to issues, all students can recognize privileges and minoritized identities." This learning moment highlighted, what we believe are, important connections between intercultural learning and diversity.

Research Question 2: How Does Intercultural Competence Training Influence GTAs' Affective and Social Learning?

As part of the GTAs' engagements with the Introduction to Intercultural Competence

inEducation online learning modules, they completed pre- and post-surveys (see Appendix A). Weembedded a modified version of Watson et al.'s (2018) ALI (see Table 4).

[Table 4]

We included the affective and social learning items (i.e., AL1-3 and SL1-4) to be part of the preand post- assessment of GTAs' attitudes towards intercultural competence. We assessed the
cognitive and behavioral dimensions after GTAs finished the intercultural competence online
learning modules because those items specifically focus on the potential impacts of the Module.

Due to small sample sizes (pre-survey n=17, post-survey n=5), we are careful to note that we do
not have adequate power to report statistically significant findings or make claims about the
impact of the Modules on GTAs' perceptions of intercultural competence. However, we do
provide descriptive statistics of GTAs' responses to the ALI items (see Table 5).

[Table 5]

We see that, generally, GTAs agreed or strongly agreed, generally, GTAs agreed or strongly agreed with the Attitudinal Learning Inventory items in both the pre- and post-surveys. GTAs who completed the entire online learning module started with a positive attitude and relational experiences related to intercultural competence (i.e., affective and social learning scales). While measures of central tendency were slightly lower as reported in the post-course survey, GTAs continued to agree that they felt confident talking about and participating in intercultural competence engagements. Furthermore, even though GTAs reported high affective and social learning scores at the beginning of their engagements with the online learning modules, they shared that they continued to grow their understandings of intercultural competence (i.e., cognitive learning scale) and agreed that they have changed their behavior in response to what they learned in the modules.

Similarly, we report the average scores for each of the four GTAs who fully completed the ALI (Watson et al., 2018) items in the pre- and post-surveys, not to make claims of change, but to highlight the ongoing nature of our (see Table 6).

[Table 6]

Over the course of GTAs' involvement in the online learning modules, they reported similar average scores across the affective and social learning scales, with average changes of -0.3 and 0.1, respectively. All but one GTA reported higher scores on the social learning scales. Furthermore, we recognized that GTAs reportedly agreed that the modules supported them in expanding their understandings about and interactions concerning intercultural competence.

CONCLUSION

The purpose of this study was to assess graduate teaching assistants' (GTAs') cultural competence and evaluate the training support provided in the online learning module. The GTAs, collectively, were in minimization. Given efforts by Purdue University to create culturally competent classrooms we expected a more advanced rating. However, many GTAs were in the first two semesters at the institution so this may have been their first exposure to such content. Our online learning modules supported and encouraged GTAs to work towards becoming more interculturally competent and challenged them to critically think about their own perspectives. Specifically, GTAs reflected on their responsibility and urgency as educators' to make changes based on module learning. Moreover, online learning modules positively contributed to GTAs' affective, social, behavioral, and cognitive learning experiences about intercultural competencies according to the ALI (Watson et al., 2018). Our continued analyses will examine outcomes associated with GTAs' reflections of the final two modules focused on intercultural competence and classroom strategies. Overall, GTAs reported positive outcomes associated with the

modules, supporting the practical implication of online modules for intercultural competence training.

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 Table 1. Project ACT Participant Demographics

Participant ^a	Gender	Pronouns	Age	Race/ethnicity	COE Department
Rachaelbc	Woman	she, her, hers	18 - 24	White	Curriculum & Instruction
Joanna ^{bc}	Woman	she, her, hers	55 - 64	White	Curriculum & Instruction
Ming ^b	Woman	she, her, hers	45 - 54	Asian	Curriculum & Instruction
Tim^b	Man	he, him, his	25 - 35	Black or African American	Educational Studies
Mary ^b	Woman	she, her, hers	45 - 54	White	Educational Studies
Katie ^b	Woman	she, her, hers	18 - 24	Asian	Curriculum & Instruction
Alex ^b	Woman	she, her, hers	35 - 44	Prefer not to answer	Curriculum & Instruction
Vanessa ^{bc}	Woman	she, her, hers	45 - 54	Black or African American	Curriculum & Instruction
Kyle ^{bcd}	Man	he, him, his	25 - 35	Asian	Curriculum & Instruction
Ali ^b	Woman	she, her, hers	25 - 35	Asian	Curriculum & Instruction
Mya ^b	Woman	prefer not to answer	25 - 35	Black or African American	Curriculum & Instruction
Moli ^b	Woman	she, her, hers	25 - 35	Asian	Educational Studies
Sarah ^b	Woman	she, her, hers	25 - 35	White	Curriculum & Instruction
Jordan ^{bc}	Woman	she, her, hers	25 - 35	Prefer not to answer	Curriculum & Instruction
Hillary ^{bc}	Woman	she, her, hers	25 - 35	Asian	Curriculum & Instruction
Marcus ^{bd}	Man	he, him, his	35 - 44	Black or African American	Curriculum & Instruction
Casey	Woman	she, her, hers	35 - 44	White	Curriculum & Instruction
Kai ^d	Man	he, him, his	25 - 35	Hispanic or Latinx	Educational Studies
Jayla	Woman	she, her, hers	25 - 35	Black or African American	Curriculum & Instruction

^aAll participant names are pseudonyms.
^bCompleted the Intercultural Development Inventory.
^cCompleted the Online Learning Modules.
^dIncomplete Pre-survey Responses.

Table 2. Items from the Attitudinal Learning Inventory (Watson et al., 2018).

Item	Item Content (1 'strongly disagree' to 5 'strongly agree')
CL_01	The badge provided me with new information about intercultural competence.
CL_02	The badge made me more knowledgeable about intercultural competence.
CL_03	I picked up new ideas about intercultural competence from the badge.
CL_04	I learned new information about intercultural competence from the badge.
AL_01	I feel excitement about intercultural competence.
AL_02	I feel eager to learn more about intercultural competence.
AL_03	I feel passionate about intercultural competence.
BL_01	My behavior changes as a result of this badge.
BL_02	I did something new related to intercultural competence as a result of this badge.
BL_03	I made changes to my behavior as a result of this badge.
BL_04	I do things differently now as a result of this badge.
SL_01	I talk to others about intercultural competence.
SL_02	I educate others about intercultural competence.
SL_03	I am confident discussing intercultural competence with others.
SL_04	I connect with other people regarding intercultural competence.

Note. Only items of AL = Affective learning scale and SL = Social learning scale were used in the pre-survey.

 Table 3. Coding Scheme for Qualitative Data.

Code	Description
Aspects of Culture	What participant defines culture to include. Ex. religion, race, SES, etc.
Cultural Learning Opportunity	Chance to learn/grow from mistakes, misconceptions, clarifications, etc. related to culture or ICC.
NEW! Cultural Perceptions	A participant's beliefs or attitudes towards culture in general or a particular culture.
Effective Class Culture	How participants describe effective classroom cultures through examples or descriptions of lived or observed experiences.
IC Training Influences	How participant believes the IC modules have or will influence their instructional practices.
Ineffective Class Culture	How participants define ineffective classroom cultures through examples or descriptions of lived or observed experiences.
Module Feedback	Feedback from participants to improve module; Note: We are expanding to include 'glow' and 'grow' points. Ex. "I liked the videos most especially the one on naming a country on the world map, it showed how little people know about the space outside their environment."
Real-world application	How participant builds connections between IC content and classroom/lived experiences.
Strategies	Practices that support IC. Note that we will annotate whether strategy is intended or enacted.
Strategy Outcomes	How participants believe strategies have influenced (classroom) cultures. Annotate whether the outcome was expected vs observed.
Positionality	How participants' personal identity/culture/ experiences are foregrounded in their instructional practice.

 Table 4. 15 Modified Items from the Attitudinal Learning Inventory (Watson et al., 2018).

Item	Item Content (1 'strongly disagree' to 5 'strongly agree')
AL1	I feel excitement about intercultural competence.
AL2	I feel eager to learn more about intercultural competence.
AL3	I feel passionate about intercultural competence.
SL1	I talk to others about intercultural competence.
SL2	I educate others about intercultural competence.
SL3	I am confident discussing intercultural competence with others.
SL4	I connect with other people regarding intercultural competence.
CL1	The badge provided me with new information about intercultural competence.
CL2	The badge made me more knowledgeable about intercultural competence.
CL3	I picked up new ideas about intercultural competence from the badge.
CL4	I learned new information about intercultural competence from the badge.
BL1	My behavior changes as a result of this badge.
BL2	I did something new related to intercultural competence as a result of this badge.
BL3	I made changes to my behavior as a result of this badge.
BL4	I do things differently now as a result of this badge.

Table 5. GTAs' Responses to the Attitudinal Learning Inventory Survey Items (Watson et al., 2018).

	Pre-Survey (n=17)		Post-Survey (n=5 ^a)	
Item (1 'Strongly Disagree' to 5 'Strongly Agree')	Mean	Mode	Mean	Mode
AL1 I feel excitement about intercultural competence.	4.6	5	4.2	4, 5
AL2 I feel eager to learn more about intercultural competence.	4.8	5	4.2	4
AL3 I feel passionate about intercultural competence.	4.6	5	3.8	3, 4
SL1 I talk to others about intercultural competence.	4.3	5	4.0	4
SL2 I educate others about intercultural competence.	4.2	4, 5	4.2	4
SL3 I am confident discussing intercultural competence with others.	4.1	4	3.8	4
SL4 I connect with other people regarding intercultural competence.	4.4	5	4.0	4
CL1 The online learning module provided me with new information about intercultural competence.			3.8	4
CL2 The online learning module made me more knowledgeable about intercultural competence.			4.4	4
CL3 I picked up new ideas about intercultural competence from the online learning module.			4.4	4
CL4 I learned new information about intercultural competence from the online learning module.			3.8	4
BL1 My behavior changed as a result of this online learning module.			3.8	4
BL2 I did something new related to intercultural competence as a result of this online learning module.			3.8	4
BL3 I made changes to my behavior as a result of this online learning module.			3.6	4
BL4 I do things differently now as a result of this online learning module.			3.8	4

^aOne response was removed from analysis due to inconsistencies in their responses (e.g., replied "asdf" for all open response items and answered all questions the same).

Table 6. Mean Values of GTAs' Responses to the Attitudinal Learning Inventory Survey Items (Watson et al., 2018).

	Lear	Affective Learning (AL1-3)		Social Learning (SL1-4)		Cognitive Learning (CL 1-4)		Behavioral Learning (BL 1-4)	
Participant ^a	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Rachael	4.3	5.0	3.7	4.7		4.3		4.0	
Vanessa	5.0	4.3	3.7	4.0		4.3		3.3	
Jordan	4.0	3.7	3.3	3.7		4.5		4.0	
Hillary	5.0	4.0	5.0	3.7		3.5		4.0	
Average	4.6	4.3	3.9	4.0		4.1		3.8	

^aAll participant names are pseudonyms.

APPENDIX A

Introduction to Intercultural Competence in Education Pre-Survey



Consent Form

Please review the attached consent form. If you agree to participate in this study, and concurrently complete the digital badge, please provide your name and email address below. This information will serve as your digital signature and consent to participate in this research study. If you do not wish to participate in this study, please exit the survey.

Digital Badge Research Study Consent Form

First and Last Name			
Email Address			

Demographic Information

Hello!

You are asked to complete this survey because you are a graduate student interested in completing the intercultural competence digital badge. We'd like to know more about

you to better serve your needs. It will take you approximately 10 minutes to complete this survey.

Should you have any questions, please email mlolkus@purdue.edu.

Thank you!

Note: At this time this badge is available only to graduate students.

Which role best describes you?

Graduate Student

Postdoc

Something else

Do you want to sign up for the Intercultural Development Training? (Note: This includes 1 synchronous training session that complements the digital badge). Participating in the IDI Training will give you one-on-one coaching to develop your intercultural competence.

Yes

No

Please provide a unique identifier based on your two-digit birth day and two-letter initials (e.g., 02DL).

Gender (Check one or more)

Woman

Man

Non-binary

Transgender

Intersex

Gender non-conforming

Other

Prefer not to answer

Age

18 - 24

25 - 35

35 - 44

45 - 54

55 - 64

65 or older

Preferred pronouns

he, him, his she, her, hers they, them, theirs prefer not to answer

Race/ethnicity

Hispanic or Latino or Spanish Origin of any race
American Indian or Alaskan Native
Asian
Native Hawaiian or Other Pacific Islander
Black or African American
White
Two or more races
Prefer not to answer

Which department do you belong to?

Curriculum & Instruction Educational Studies

Please write the name of your program. (e.g., learning design and technology, math education)

How many class sections do you typically teach in a semester?
How would you describe your role in the classes you teach?
I create the syllabus
I create assignments
I grade assignments
I proctor exams
I teach labs
I work with individual students
I work with groups of students
I lead office hours
I teach lessons occasionally/upon request

I teach/co-teach a section or all sections of the class

Block 5

What does intercultural competence mean to you?							
Affective and Social I	earning						
	To what	extent do yo			with the		
		followi	ng stateme	nts?			
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly		
L1 I feel excitement about ntercultural competence.	0	0	0	0	0		
L2 I feel eager to learn more bout intercultural ompetence.	0	0	0	0	0		
L3 I feel passionate about ntercultural competence.	0	0	0	0	0		
L1 I talk to others about ntercultural competence.	0	0	0	0	0		
L2 I educate others about ntercultural competence.	0	0	0	0	0		
L3 I am confident discussing ntercultural competence with others.	0	0	0	0	0		

	To what extent do you agree or disagree with the following statements?						
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree		
SL4 I connect with other people regarding intercultural competence.	0	0	0	0	0		

Block 6

	e you been prepared to address intercultural nce in your teaching?
None so far	
Face-to-face	workshops
Graduate co	urses
Massive Ope	en Online Courses (MOOCs)
Micro-creder	ntials (e.g., digital badge)
Podcasts	
Undergradua	ate teacher education
Webinars	
Something e	lse

How much time per week are you realistically able to devote to completing this digital badge?
< 1 hour
1 - 3 hours
4 - 5 hours
6 - 7 hours
8 + hours
What else would you like to share at this time?

APPENDIX B

Introduction to Intercultural Competence in Education Reflection Prompts

Module 1A: Defining Culture

- 1. How would you describe the culture in a recent class you taught?
- 2. Considering your response from question 1 above, how did you contribute to that classroom's culture?
- 3. Have you observed or contributed to an ineffective classroom culture? What was that like?
- 4. How would you describe the culture in your classroom?

Weekly Reflection Questions:

- 1. What are your key takeaways from this sub-module?
- 2. How will you apply information from this sub-module in your future instruction?
- 3. How would you like to see this sub-module improved for future iterations of the *Introduction to Cultural Competencies Online Learning Module?*

Module 1B: Understanding Intercultural Competence

- 1. Optional: Share anything you noticed and wondered about after reviewing the IDC framework?
- 2. How is/did/will your course promote(ing) intercultural competence? How can you go further to provide an intercultural experience for students?
- 3. As you plan your lessons, how will you (a) ensure there are diverse ideas shared, (b) support students to feel welcomed and valued in your classroom, and (c) promote students' development of intercultural competencies?

Weekly Reflection Questions:

- 1. What are your key takeaways from this sub-module?
- 2. How will you apply information from this sub-module in your future instruction?
- 3. How would you like to see this sub-module improved for future iterations of the *Introduction to Cultural Competencies Online Learning Module*?

Module 1C: *Taking Action*

1. List and explain your 2 strategies - Use the growth opportunities you previously listed to select 2 strategies to incorporate intercultural knowledge and competencies into your classroom/lesson. Write/copy-and-paste the relevant characteristics, strategies, and bulleted examples into your running notes document. Take some time to personalize these strategies and examples by listing how you would enact the strategy. Include your strategies and personalization in your reflection.

Weekly Reflection Questions:

- 1. What are your key takeaways from this sub-module?
- 2. How will you apply information from this sub-module in your future instruction?
- 3. How would you like to see this sub-module improved for future iterations of the *Introduction to Cultural Competencies Online Learning Module*?

APPENDIX C

Introduction to Intercultural Competence in Education Post-Survey



D

er	mographic Information
	Hello!
	You are asked to complete this survey because you completed the intercultural competence digital badge. It will take you approximately 10 minutes to complete this survey.
	Should you have any questions, please email mlolkus@purdue.edu.
	Thank you!
	Did you take the Intercultural Development Training?
	No
	Please provide the unique identifier you created in the first survey based on your two-digit birth day and two-letter initials (e.g., 02DL).

Block 5

What does intercultural c	ompeter	ice mean	to you?		
Cognitive, Affective, and S	1	extent do yo		-	with the
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
CL1 The badge provided me with new information about intercultural competence.	0	0	0	0	0
CL2 The badge made me more knowledgeable about intercultural competence.	0	0	0	0	0
CL3 I picked up new ideas about intercultural competence from the badge.	0	0	0	0	0
CL4 I learned new information about intercultural competence from the badge.	0	0	0	0	0
AL1 I feel excitement about intercultural competence.	0	0	0	0	0

To what extent do you agree or disagree with the following statements? Neither Strongly Strongly Agree Disagree agree or disagree agree disagree AL2 I feel eager to learn more about intercultural competence. AL3 I feel passionate about intercultural competence. BL1 My behavior changes as a result of this badge. BL2 I did something new related to intercultural competence as a result of this badge. BL3 I made changes to my behavior as a result of this badge. BL4 I do things differently now as a result of this badge. SL1 I talk to others about intercultural competence. SL2 I educate others about intercultural competence. SL3 I am confident discussing intercultural competence with others. SL4 I connect with other people regarding intercultural competence.

Badge Satisfaction

To what extent do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly
I am satisfied with the learning experience in the badge.	0	0	0	0	0
Learning with the bade was engaging.	0	0	0	0	0
Learning with the badge was stimulating.	0	0	0	0	0
Learning activities were appropriate.	0	0	0	0	0
Learning activities were relevant.	0	0	0	0	0

Learning activities challenged my belief system.	0	0	0	0	0
Learning activities modified my belief system.	0	0	0	0	0
I was active in learning activities.	0	0	0	0	0
Block 3 What were Developm	e your take ent Trainin	eaways from ng?	the Interc	ultural	
How you h					

Block 6

١	What else would you like to share at this time?					